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ABSTRACT

This content analysis schedule for the Bilingual Education Program of the Healdsburg Union Elementary School District of Healdsburg, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified. (SK)

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Proj #65
Healdsburg, Calif.

PROJECT BEST

Bilingual Education Applied Research Unit
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ED 080016

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

Data Verified by Project

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	✓		
Pre-audit			
Interim audit			
Final audit	✓		

FL004516

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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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2.0 FUNDING
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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 65

VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R. Hess - M.S. Shore Date 6/10/72

0.2 Name of Project Bilingual Education

0.3 Address of Project Healdsburg Union Elementary District

0.4 304 Center Street
Healdsburg, California 95448

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
(97 - 1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 —

2.3 Prior bilingual program involved: 2.3 —
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 —
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 2
1-early childhood (pre K + K)

0.3 Address of Project Healdsburg Union Elementary District

0.4 304 Center Street
Healdsburg, California 95448

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
(97 - 1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 —

2.3 Prior bilingual program involved: 2.3 —
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 —
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 2
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1, 2, 4
(1)-local (4)-federal (specify) Title I
(2)-state 5-other (specify)
3-university 6-foundation support

2.8 Total Title VII grant (first year only) 2.8 $56,500

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 $10,500

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

(1)-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 50
B. Second year B 100
C. Third year C ____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	____
K-Kndgtn	____
PSK ____	TOTAL NO. students PS and K

4.3 PSK ____
A ____
B ____
C ____

Grade	Number of Classes
7-grade 7	____
8-grade 8	____
9-grade 9	____
9 B ____	TOTAL students gr. 7-9

(1)-grade 1	50
(2)-grade 2	50
3-grade 3	____
4-grade 4	____
5-grade 5	____
6-grade 6	____
A 100	TOTAL students gr. 1-6

10-grade 10	____
11-grade 11	____
12-grade 12	____
C ____	TOTAL students gr. 10-12

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue ___	I N-E Dom - NEMT: 76	II E-Dom - NEMT
2. Total English Mother-Tongue ___		II_2 E-Dom - EMT: 24
	I Total Non-English Dominant: 76	II Total English Dominant: 24

5.0		No.	%
NE dom N-EMT	I	76	76 %
E dom NE-T	II_1	____	____
E-Dom EMT	II_2	24	24 %
Total E-Dom II= II_1 + II_2		24	24 %

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK ____ TOTAL NO. students PS and K	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B ____ TOTAL students gr. 7-9	

4.3 PSK
A
B
C

1-grade 1	50
2-grade 2	50
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A 100 TOTAL students gr. 1-6	

10-grade 10	
11-grade 11	
12-grade 12	
C ____ TOTAL students gr. 10-12	

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: _____

4.4 : 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 76	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 24

I Total Non-English Dominant: 76

II Total English Dominant: 24

5.0		No.	%
NE dom N-EMT	I	76	76 %
E dom NEMT	II_1	----	---
E-Dom EMT	II_2	24	24 %
Total E-Dom II= II_1 + II_2		24	24 %

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		%	
A2 Cherokee	A2		%	
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian	A		%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	76	76 %	
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EMT target students		76	76 %	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 N.S.	E1	24	24 %	
E2	E2		%	
II TOTAL number of EMT students other than target population		24	24 %	

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 N.S.

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent		
Number	%	not spec.	No.	%	not spec.	only listening comprehension	speaking ability

B1 Mexican-American	B1 76	76 %	.....
B2 Puerto-Rican	B2	..... %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D	..... %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-EMT target students	76	76 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 N.S.	E1 24	24 %	.....
E2	E2	..... %	.....
II TOTAL number of EMT students other than target population	24	24 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.

5.4 N.S.

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant Language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent					
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	24	English	24	...	12	12	...	12	12	...	...
A	....	American Indian	...	...	...	...	...	...	...	...	...
A1	....	Navajo	...	...	...	...	...	...	...	...	...
A2	....	Cherokee	...	...	...	...	...	...	...	...	...
A3	....	Keresan	...	...	...	...	...	...	...	...	...
A4	....	Other (spec.)	...	...	...	...	...	...	...	...	...
B	76	Spanish	76	...	38	38	...	38	38	...	...
C	....	Portuguese	...	...	...	...	...	...	...	...	...
D	....	French	...	...	...	...	...	...	...	...	...
F	....	Chinese	...	...	...	...	...	...	...	...	...
G	....	Eskimo	...	...	...	...	...	...	...	...	...
H	....	Russian	...	...	...	...	...	...	...	...	...
J	....	Other (spec.)	...	...	...	...	...	...	...	...	...

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
(3) - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of D-Dom pupils in project area: see Chart C 5.7 79%
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 3, 4
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
(3) - small city, town or suburb ..... %
(4) - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 80%
B. Average family income, if mentioned B. N.S.
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 N.S.
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 0%
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 2
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	...✓...	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included. 6.2 I 1, 2
II 0

	I N-EMT	II EMT
(1) parents	...✓...	.....
(2) children	...✓...	.....
3 teachers	.....	.....
4 community	_____	_____
5 others (specify)	_____	_____

6.3 Language dominance of N-EMT groups (check: A__ parents, B ✓ children, C__ teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A 1
B 1
C .....

USE NON-ENGLISH LANG. USE ENGLISH

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each) — 5.8 3, 4

1 - inner city-ghetto, barri ..... %
2 - major city ..... %
(3) - small city, town or suburb ..... %
(4) - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) — 5.9 A. 80%
B. Average family income, if mentioned — B. N.S.
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) — 5.10 N.S.
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project — 5.11 0%
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: — 6.1 I 2 / II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	..✓..	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I 1,2 / II 0

	I N-EMT	II EMT
(1) parents	..✓..	.....
(2) children	..✓..	.....
3 teachers	.....	.....
4 community	____	____
5 others (specify)	____	____

6.3 Language dominance of N-EMT groups (check A__ parents, B ✓ children, C__ teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always — 6.3 A 1 / B 1 / C .....

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home	✓					—		
2 Church								
3 School								
4 Work	✓					—		
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 4 II 4

	I N-EMT	II EMT
1-inferred by use of surname		
2-established by formal testing of students		
3-assessed by informal means (specify how)		
(4)-not mentioned how language dominance was determined		

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 0
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 N.S.
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 0
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.___ Language dominance not specified
2.___ Mother tongue not specified
3.___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual	7.1 No.	%

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 0
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 N.S.
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 0
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.___ Language dominance not specified
2.___ Mother tongue not specified
3.___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N= 2	N= 2
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: 2

B Total Number Bilingual: 2

Total Number of Teachers
N 4

7.1

		No.	%
I	A	___	___
I	B	___	___
II	A	2	50
II	B	2	50
II_1	A	___	___
II_1	B	___	___
	A	2	50
	B	2	50
	N	4	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. ____Language dominance not specified
2. ____Mother tongue not specified
3. ____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II 1 E Dom N-EMT		

N Total Number of aides or paraprofessionals: 3

A Total Number Monolingual: 0

B Total Number Bilingual: 3

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	25	100
II A 1	—	—
II B 1	—	—
A	—	—
B	25	100
N	2.5	

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 N.S.
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

N-EMT

II E Dom EMT

II E Dom 1 N-EMT

I B — —
II A — —
II B 25 100
II 1A — —
II 1B — —
A — —
B 25 100
N 25

A Total Number Monolingual: 0

B Total Number Bilingual: 3

N Total Number of aides or paraprofessionals: 3

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

O-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: (Mark all that apply) 7.4 N.S.

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

O-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
NS	—	—	NS	—	—	NS	NS	—	—
	—	—		—	—			—	—
	—	—		—	—			—	—
	—	—		—	—			—	—

O-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____of total N-EMT teachers.

7.6 No. N.S. % —

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 1 25 B 2 100

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

7.8 17,7,20 no.'s _____

n.s.-qualifications not spcified
0-previous courses not specified

1. ____teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ____teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ____previous teaching through N-EMT (in country where it is a native language, in Peace Corps) / native-like competence
4. ____previous teaching in local a[illegible]e in the community
5. ____courses in N-EMT language stru[illegible]e and usage/ linguistics or FL trainin
6. ____courses in N-E literature/ or literacy in Spanish
7. (6) ✓ must be bilingual
8. ____any previous education through N-EMT/content of courses learned through N-EMT
9. ____courses in teaching ESL/audio lingual approach
10. ____courses in methods of teaching N-EMT language/language development
11. ____courses in methods of teaching content (e.g. math)in N-EMT
12. ____certification in ESL/or experience teaching ESL
13. ____certification in teaching N-EMT
14. ____cross cultural courses
15. ____courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ____other qualifications, specify
17. ✓ must have Calif. Elem. Teaching Credential, demonstrated competences in bilingualism, teaching of communication skills, working with adults, and planning educational programs.

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8.0 STAFF DEVELOPMENT (20)

8.1 A NS
B NS

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	____	____
1-English as their second language	____	____
2-The teaching of English as a second language	____	____
3-X as their second language	____	____
4-The teaching of X as a second language	____	____
5-Methods of teaching other academic subjects	____	____
6-Methods of teaching other academic subjects in X language	____	____

B = aides

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 17,7,20 no.'s _____

n.s.-qualifications not specified
0-previous courses not specified
1.___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3.___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4.___ previous teaching in local area/live in the community competence
5.___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6.___ courses in N-E literature/ or literacy in Spanish
(7.) ✓ must be bilingual
8.___ any previous education through N-EMT/content of courses learned through
9.___ courses in teaching ESL/audio lingual approach N-EMT
10.___ courses in methods of teaching N-EMT language/language development
11.___ courses in methods of teaching content (e.g. math)in N-EMT
12.___ certification in ESL/or experience teaching ESL
13.___ certification in teaching N-EMT
14.___ cross cultural courses
15.___ courses in the cultural heritage, values, deep culture of N-EMT or
16.___ other qualifications, specify travel
(17.) ✓ must have Calif. Elem. Teaching Credential, demonstrated competences in bilingualism, teaching of communication skills, working with adults, and planning educational programs.

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8.0 STAFF DEVELOPMENT (20.)

8.1 A NS
B NS

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
2-The teaching of English as a second language	___	___
3-X as their second language	___	___
4-The teaching of X as a second language	___	___
5-Methods of teaching other academic subjects	___	___
6-Methods of teaching other academic subjects in X language	___	___

8.2 Stated goals of teacher training are: 8.2 I 1,4,6,7,8,9,5 II 1,4,6,7,8,9,5

	Students I N-EMT	Students II EMT
(1.)-Understanding of socio-cultural values and practices of ___	✓	✓
2-Cross-cultural training ___	___	___
3-Sensitivity to ethnocentricism and linguistic snobbery ___	___	___
(4.)-Awareness of the social-emotional development of ___	✓	✓
(5.)-Strategies for accomodating the different learning styles of ___	___	___
	✓	✓
(6.)-Strategies for cognitive development of ___	✓	✓
(7.)-Strategies for reinforcing the self-esteem of ___	✓	✓
(8.)-Methods of cross-cultural teaching or teaching the bicultural component ___	✓	✓
(9.)-Formulation of pupil performance objectives ___	✓	✓
10-Methods of evaluation of pupil performance objectives ___	___	___

List specific courses if given (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1, 3

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 NO

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 NO
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2, 3

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1, 9 B 3, 9

	A for teachers	B for aides
0-not specified		
1-University faculty	✓	
2-project's Master Teachers		
3-project's teachers	✓	✓
4-other (specify)		
9-consultants	✓	✓

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	3	75
2	2	50
3	1	25

1-bilingual
2-bicultural
3-N-ENT (specify background)

8.9 Training is provided: 8.9 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 1 B 5 1 6 4 7 8

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 1 weekly
6 4 monthly
7 8 bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11

	no.	%
	4	100

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
6-most
7-many
8-few
9-other (specify)

als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 NO
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2,3

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1,9 B 3,9

	A for teachers	B for aides
0-not specified		
1-University faculty	✓	
2-project's Master Teachers		
3-project's teachers	✓	✓
4-other (specify)		
9- consultants	✓	✓

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	3	75
2	2	50
3	1	25

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 1 B 5 1

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 1 weekly
6 4 monthly
7 8 bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11

	no.	%
	4	100

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers'attitudes are assessed: (Mark all that apply) — 9.1 6
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 NS

10.2 4

10.3 Average number of pupils per class:
0-not specified

10.3 25

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
(1) individually
(2) in small groups
0-not specified

by: 3-teacher
(4) special remedial teacher
(5) paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,2,4,5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	✓		
2-as the medium of instruction for special subject matter (e.g. cultural heritage)		✓	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			✓

11.1 I 1
II 2
II_1 3

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 5 (6) 7 8 9 10 11 12 13

11.2 6

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K,

10.3 Average number of pupils per class: 10.3 ____
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,4,5

(1) individually
(2) in small groups
0-not specified

by: 3-teacher
(4) special remedial teacher
(5) paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I N-E DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	✓		
2-as the medium of instruction for special subject matter (e.g. cultural heritage)		✓	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			✓

11.1 I 1
II 2
II_1 3

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 6

0-not mentioned
if for a particular number of years:
1 2 3 4 5 (6) 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

-1 = Spanish used only until mastery of English is complete.
-2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 1
code: C= N.A. (if no EMT) II 1
13= 14= II_1 ____

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM				✓											
II E DOM				✓											
II_1 E DOM/NEMT															

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E DOM	---	---	---	---	✓	✓	---	---
II E-DOM - EMT	---	---	---	---	---	---	---	---
III E-DOM/NEMT	---	---	---	---	✓	✓	---	---

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 7-12
II 7
III 7-12

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	(7)	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	---	✓	---	---	---	---	---
III N-EMT/E Dom	---	---	---	---	---	---	---	---	---	---	---	---	---	12

11.5 I 7
II 12

11.6 Learning in their native language for Non-English dominant students is projected through grade: 12

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
(1)	60	280	Lang. Arts	1 20%
(2)	60	280	Lang. Arts	2 20%
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
Pre K				Pre K
(1)	60	280	all	1 20%
(2)	60	280	all	2 20%

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 7 II 12

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	(7)	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	✓	...	...	...	...	
II_2 N-EMT/E Dom	...	...	...	...	...	...	...	...		...	...	...	...	12

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K				K
(1)	60	280	Lang. Arts	1 20%
(2)	60	280	Lang. Arts	2 20%
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
Prek				Pre K
K				K
(1)	60	280	all	1 20%
(2)	60	280	all	2 20%
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

10 a

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VI. Performance Objectives (Continued)

11. To utilize all available resources for funds and materials that will contribute to the success of the project.

11.7

VII. Program Procedures

A. The major priority of the project is in the area of increasing the bilingual functioning of the target children. These children develop an educational handicap very soon in their school career. This results in two handicaps, the bilingual gap and the conceptual gap. For this reason the major priority attack area would be to present to the non-English speaking child a systematic program of instruction to promote the child's conceptual development.

The program would use two main methods of attack through the increasing of the four major language skill areas, listening, speaking, reading, and writing. In this portion of the program instruction would be bilingual, but the major portion of the instructional time would be in English and using Spanish as necessary to supplement the basic instructional process.

The second main method of attack would be in those areas of the curriculum which are more experiential in nature. Such areas as science, art, music, physical education, various field trips and other such experiences would be conducted in the native tongue, with English used to supplement communication where appropriate. In this attack area the transition would be made from the native language to English only as progress is being made in the language skill areas. Consequently there would be a free movement language wise between the two areas.

Secondary attack areas that are viewed as concerns and will be dealt with as various aspects of the project become operative:

1. Development of feelings of adequacy and self-worth for each child involved in the project.

2. Providing for the Mexican-American child to find success in an alien educational setting in which he finds himself.

3. Development of a genuine appreciation of the Mexican-American child's cultural heritage.

4. Involving parents meaningfully in the educational process of their children.

The basic instructional approach to meeting the major attack area of the project will be through the language experience approach. The assumptions underlying this approach, made by Millard Black of the Los Angeles City Schools, are that:

1. Language growth of children occurs to a greater degree in an environment which stimulates them to think, to explore, and to want to express themselves.

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
Prek				Pre K
(1)	60	280	Lang.	1 20 %
(2)	60	280	Lang.	2 20 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 2,5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1,2a

	Min. per day of instruction through N-EIT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EIT
Prek				Pre K
(1)	60	280	Lang.	1 20 %
(2)	60	280	Lang.	2 20 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2,5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EIT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1,2a

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-Inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

1-concurrently with dominant language listening-speaking skills	✓		✓	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	—		—	
3-a specified period of time after listening-speaking skills in dominant language taught	—		—	

note: some items left unspecified after verification

13.2 ALM sequence followed:

13.2 IA NS
IB NS
IIA NS
IIB NS

1-Listening-speaking proficiency precedes introduction of reading	—	—	—	—
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.3 Listening-speaking proficiency determined by:

13.3 IA ns
IB ns
IIA ns
IIB ns

1-measure of listening-speaking proficiency	—	—	—	—

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

(1)-concurrently with dominant language listening-speaking skills		✓		✓
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

13.1 IB 1
IIB 1

note: some items left unspecified after verification

13.2 ALM sequence followed:

1-Listening-speaking proficiency precedes introduction of reading	—	—	—	—
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.2 IA NS
IB NS
IIA NS
IIB NS

13.3 Listening-speaking proficiency determined by:

1-measure of listening-speaking proficiency	—	—	—	—
2-informal assessment by teacher	—	—	—	—

13.3 IA ns
IB ns
IIA ns
IIB ns

13.4 Second language reading skills are learned:

(1)-concurrently with learning to read in dominant language		✓		✓
2-after a specified level of dominant language reading competence achievement		—		—
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		—		—
4-before learning to read in dominant language		—		—

13.4 IB 1
IIB 1

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VII. Program Procedures (Continued)

2. Children learn more from a curriculum which is based on their own culture and their own experiences.

3. The skills of listening, speaking, reading, and writing are inextricably interwoven and are most effectively developed through their interrelated use.

4. Among bilingual pupils, the school must capitalize upon the total language ability the child brings with him. The function of the program is expression, regardless of the language used by the pupil. Refinement of expression and skill in the use of English are later goals.

Using the four major assumptions as the philosophical frame of reference from which to operate, the following areas will be developed:

1. Developing an awareness of oral words as language units.

2. Enriching oral vocabulary.

3. Strengthening meaning associations.

4. Formulating sentences.

5. Organizing ideas into language units.

6. Use of narrative expression.

7. Improving articulation.

8. Developing sensitivity to inflectional variants.

13.0

9. Developing an ability to discriminate various auditory and visual stimuli.

Pre-reading and reading instruction will center around the oral language of the pupils, and it is hoped thatall of the language instruction will have been generated out of the experience of the children. Using the cultural materials of the pupils an attempt will be made to develop a meaningful language curriculum from the various experiences of the children. Listening, speaking, reading, and writing vocabularies will come directly out of the objects and activities with which the children have daily contact.

The second attack area, those areas of the curriculum such as science, art, physical education, math, etc., will also be approached from an experiential point of view and will be integrated in the total program. All of the day to day experiences in the classroom must be interrelated and all elements of the curriculum will be parts of the larger whole. From this standpoint the teacher will attempt to provide the child with as many meaningful experiences as possible. An attempt will be made to gain for the student as much exposure to the various cultural influences available. This would include such things as field trips and resource persons brought to the class. There should be a constant effort made to have the child interact with his environment through such activities as: field trips, outdoor education, parties, visits to homes, etc.

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___	13.5 IA n.s.
1	___	___	___	___	IB n.s
2	___	___	___	___	IIA n.s
3	___	___	___	___	IIB n.s.
13.6 Reading readiness is determined by: 1-test of reading readiness	___	___	___	___	13.6 IA n.s.
2-informal teacher assessment	___	___	___	___	IB n.s.
					IIA n.s.
					IIB n.s.
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___	13.7 IA n.s.
2-in second grade	___	___	___	___	IB n.s.
3-in third grade	___	___	___	___	IIA n.s.
4-in fourth grade	___	___	___	___	IIB n.s.
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB n.s. IIB n.s

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 4,5 II 4,5

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	___	___
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	___	___

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA n.s.
IB n.s.
IIA n.s.
IIB n.s.

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA n.s.
IB n.s.
IIA n.s.
IIB n.s.

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB n.s.
IIB n.s

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 4,5
II 4,5

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.		
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
(4)-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	✓	✓
(5)-Different academic content is taught in the second language from that which is taught in the native language.	✓	✓
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	B 2nd lang.	II Eng. dom. students A Eng.	B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	✓	✓	✓	✓
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1
IB 1
IIA 1
IIB 1

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)				
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	✓	✓	✓	✓

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1		
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified	0	0

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	✓	✓
5-programmed instruction	—	—
6-stories read to children	✓	✓
AUDIO VISUAL AIDES		
7-films, filmstrips	—	—
8-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
10-records, tapes	✓	✓
11-listening centers	✓	✓

aiming toward child's eventual control of the standard form. ✓ ✓ ✓ ✓

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. — — — —

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	II	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	—	—	—
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	✓	✓	✓	✓

16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA 0 II 0

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate ✓ on line –)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	✓	✓
5-programmed instruction	—	—
6-stories read to children	✓	✓
AUDIO VISUAL AIDES		
7-films, filmstrips	—	—
8-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
10-records, tapes	✓	✓
11-listening centers	✓	✓
12-multi-media approach	—	—
Experiential:		
13-role playing	—	—
14-puppetry	✓	✓
15-experience charts	—	—
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	—	—
19-other (specify) games	✓	✓
Learning outside the classroom:		
20-field trips	✓	✓
21-suggested TV programs	—	—
22-other (specify)	—	—

23

16.4 The sources of Non-English materials and textbooks are: 16.4 9
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document 15a-C

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 0
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no E.T students)

17.2 Students are grouped for language instruction: 17.2 0
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	_____	_____
2-small groups (specify size)	_____	_____
3-individual instruction	_____	_____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age	____	____	____
2-by native language	____	____	____
3-by dominant language	____	____	____
4-by language proficiency (ex. level of reading skill)	____	____	____
n.a. not applicable (no E.dom/NEMT)	____	____	____

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document 15a-C

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 0
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LEP students)

17.2 Students are grouped for language instruction: 17.2 0

(mark all that apply)	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	_____	_____
2-small groups (specify size)	_____	_____
3-individual instruction	_____	_____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom LEP	III Eng dom NEP
1-by age	____	____	____
2-by native language	____	____	____
3-by dominant language	____	____	____
4-by language proficiency (ex. level of reading skill)	____	____	____
n.a. not applicable (no E.dom/NEP)	____	____	____

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NO
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EP student tutors EP students)
2-intra-ethnic (N-EP student tutors N-EP)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 0
0-area not specified
1-inter-ethnic (N-EP aide tutors EP student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

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16.5

ADDENDUM A

Classroom Materials

The following lists of books and materials are those that may be used in the proposed program. This list is not final however, as the classroom teacher is planning to visit Mexico this summer and plans to seek additional materials that can be of use to the project.

Books

(Resource books)

Shuck Loves Chirley, Leonard Olguin
Discovery or Problem Solving Approach to Social Studies, Hilda Taba
Introducing English, Louise Lancaster

(Classroom Books)

ABC-XYZ
Antologia de la Literatura Infantel es la Lesqua Espanola
El Arbol Chico
Adventuras de Alicia en el pais de las maranellas; al Otro Lado del Espejo y que vio Alicia alli
Las Adverturas de Pinocho
Blancas nieves
El Bosque Maravellojo
Cancionero Infantil Universal
The Cat in the Hall Beginner Book Dictionary in Spanish
Cuatro Cuentos de Anderser
El Cuerto de Ferdinand
Cuentos
Cuentos para grandos y chicos
Los Diaz Perritos
Los Dos Ratoncitos/El Burrito Descontento
Enciclopedia de la Faluela
Esta Era una Vez Bajo las Palmeras
Fabulas
Los Fastas de mi Escuelite
Historia y Antoloxia de la Litciatura Infantil Iberamerica
La Lechiera y las habichuelas magicas
Leyendas del Caribe
Leyendas Mexicanas
El Libro de Oro de los Ninos
Mother Goose on the Rio Grande
Musica y Carciones
Primer Libro de Oro de los Numeros
?Que Doces?
Tula, la Tortaga
Vaquero Pequeno
Verdadera Historia de los Su
My First Dictionary
Autosort Language Arts Program Levels ABC DE (Language Master cards)
Talking Spanish Dictionary (Language Master cards)
Ginn Readers Speech Analysis Chart page 32 of Teacher's Manual

ADDENDUM A - continued

Music and Games

Merry-go-round of Games in Spanish #7-257-4.....$ 1.00
Regional Dance of Mexico #3-003-2 .....$ 1.00
Tape #3-005-9 Dance of Mexico .....$ 7.00
Vocalingo #7-839-4.....$ 2.50
Vocaloso #7-839-5 .....$ 2.50
Loteria #7-255-4 .....$ 2.70
Spanish Antonyms #7-256-4 .....$ 1.50
Let's Play Games in Spanish #7-839-1 .....$ 2.55
Book 11 Let's Play Games in Spanish #7-839-2.....$ 2.55
Paso a Paso #7-124-4 (record).....$ 5.95
Folk Songs of Mexico #7-128-4 (record).....$ 5.95
Sing & Speak Spanish (series from teaching Spanish in the grades by Margit MacRae & Ben Cruz
Album #1 7-461-4.....$ 5.95
Album #2 7-462-4 .....$ 5.95
Album #3 7-463-4 .....$ 5.95
Album #4 7-464-4 .....$ 5.95
Album #5 7-465-4 .....$ 5.95

Above items available from:
National Textbook Corporation
8259 Niles Center Road
Skokie, Illinois 60076

Miscellaneous material

Concepts in Science - AAAS Materials
Classroom Laboratory and Materials
Activities books
Investigation cards
Que Dolces? (Weekly Reader in Spanish)
Listen and Do - Phonics Records and Worksheets
Peabody Language Development Kits (Level II)
Introducing English
Miami Linguistic Readers
Speak to Learn (Teacher's Manual)
Phonics Readiness Sets
Modern School Mathematics (teacher's manual)
Training in Some Prerequisites for Beginning Reading
Victoria Libro Primero de Lechara y Escritura
Coquito, Libro de Lechur y Inicial
Matematica para la Education Primaria
Conceps in Science } California State Series
Health }
Aritmetica Primer Grado
Para Chiquitines (finger play, poems, songs)
Language Master - vocabulary in English and Spanish vocabulary
ABC Lotto

ADDENDUM - A - continued

Alphabet cards
Alpha - Space
Color Matchettes
Wooden Puzzles
Color Drill cards
Instructo Inicial Consonant Sounds
Instructo Classification
Instructo Final Consonant Blend
Getting to Know Spanish (records, flash cards, dialogs,lang.drill
Time Teacher
Spanish Picture Bingo
Janet & Mark Word Bingo
Word Bingo
Alphabet Bingo
Phonetic Bingo
Audio-Visual English

Above items available from:
The MacMillan Company
School Division
866 Third Avenue
New York, New York 10022

Audio-Visual Materials

These will be selected during the summer when time permits an in-depth perusal of the available materials and a chance to preview each.

18.3 Parent tutoring: (mark all that apply) 18.3 1

no-not mentioned
0-type not specified
(1)-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 1

The stated curriculum pattern of the bilingual project:
(1)-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 0
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 1

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.

There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 0

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3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above) 20.2 n.a.

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM 21.0 0

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2,5,6

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES

22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2,5,6

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 2, 4
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
(4)-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 1
0-not specified
(1)-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 2, 4
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2-Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
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7-A third culture different from NEMT or EMT
8-Other (specify)

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0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 9,6,7

0-method not specified
no-no provision for informing community
1 a bilingual newsletter
2. a monolingual newsletter
3. News sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
(6)-formal meetings
(7)-informal meetings open to entire community
8-meetings conducted in both languages
(9)-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1,2,5

0-type not specified
no-not sought
(1)-existing community groups working with program
(2)-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
(5)-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 ND

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
(2)-providing adult education courses

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 2, 5

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
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1-meetings open to the entire community conducted in both languages
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3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

25.2 Project's impact: 25.2 N.S.

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 0

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 0

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7
(1) Pre-tests have been given to project group or sample
2- " will be " "
(3) Post-tests have been given to project group or sample
4- " will be " "
(5) Pre-tests have been given to comparison group
6- " will be " "
(7) Post-tests have been given to comparison group
8- " will be " "